

1893

## Fourth Annual Catalogue of the Washington State Normal School, Ellensburg, Washington, for 1893-1894

Central Washington University

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WASHINGTON STATE NORMAL SCHOOL.

FOURTH ANNUAL CATALOGUE

OF THE

WASHINGTON STATE NORMAL SCHOOL,

ELLENSBURGH, WASHINGTON,

FOR

1893-1894,

AND ANNOUNCEMENTS FOR 1894-1895.

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OLYMPIA, WASH. :  
O. C. WHITE, . . . STATE PRINTER.  
1894.



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## CALENDAR FOR 1894-95.

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September 3, 1894, opening of school year—entrance examinations.

September 5, regular school work begins.

First term ends, . . . . .	Friday, Nov. 9, 1894.
Second term begins, . . . . .	Monday, Nov. 12, 1894.
Second term ends, . . . . .	Friday, Jan. 25, 1895.
Third term begins, . . . . .	Monday, Jan. 28, 1895.
Third term ends, . . . . .	Friday, April 5, 1895.
Fourth term begins, . . . . .	Monday, April 8, 1895.
Baccalaureate sermon, . . . . .	Sunday, June 9, 1895.
Address before literary societies, . . . . .	Monday, June 10, 1895.
Class day, . . . . .	Tuesday, June 11, 1895.
Alumni anniversary, . . . . .	Wednesday, June 12, 1895.
Commencement, . . . . .	Thursday, June 13, 1895.



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GENERAL BOARD.

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S. W. BARNES, <i>President</i> ,	. . . . .	Ellensburg.
Hon. L. WALTERS,	. . . . .	Cheney.
Hon. H. F. SUKSDORF,	. . . . .	Spokane.
RALPH KAUFFMAN,	. . . . .	Ellensburg.
Hon. C. W. BEAN, <i>Ex-officio Secretary</i> ,	. . . . .	Olympia.

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LOCAL BOARD.

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Dr. T. J. NEWLAND,	. . . . .	<i>President.</i>
RALPH KAUFFMAN,	. . . . .	<i>Secretary.</i>
S. W. BARNES,	. . . . .	<i>Treasurer.</i>

FACULTY FOR 1894-95.

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P. A. GETZ, *Principal,*

Psychology and Pedagogics.

J. H. MORGAN, *Vice Principal,*

Mathematics.

J. H. MAHAN,

Natural Sciences.

ANNA L. STEWARD,

Critic Teacher in Training School.

ELVIRA MARQUIS,

English Grammar, Rhetoric and Literature.

ELIZABETH A. CARTWRIGHT,

Elocution and Physical Culture.

C. H. KNAPP,

History and Geography.

FANNY A. AYRES,

Music.

RUTH A. TURNER,

Drawing.

## RELATION OF A NORMAL SCHOOL TO TEACHING.

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A Normal School is a school established for the training of men and women for the responsible position of teachers. This training is technical and specific, in that it prepares for a special profession. Teaching is a work for which special preparation is essential. The day has gone by when one's fitness for teaching, outside of the knowledge of the branches to be taught, was supposed to consist of a natural quality, variously called genius, adaptability, nature, etc. If a young person desires to enter the field of education as an instructor, and wishes to do the work in a way most helpful to those who are to be taught, and most pleasant and profitable to himself, he will avail himself of the thought and experience of the philosophers and teachers who have thought and written upon this question. He will do this in preference to a complacent reliance upon his native tact or large measure of spontaneous talent. The science and art of education are now definitely formulated; books, suitable for text book use, have been written upon every phase of school occupation; and men and women who have made these subjects their special study are prepared to point out to the young teacher the topics of prime interest.

The Normal School faculty here is composed of men and

women specially qualified to illustrate the principles and doctrines of education, to inspire a noble interest in those who present themselves for this work, and to add to the sum total of recorded knowledge the value of their own observations and deductions in their respective fields of work.

The whole trend of the instruction is to arouse and answer the question, "How shall the subject matter of the usual branches of school instruction be used so as to effect the highest, best, most harmonious development of the pupil?" Here subjects are studied, not merely as a preparation for higher studies, but in their relation to the processes of learning. While the Normal School students study to know a branch, they also inquire into the processes by which the learning mind acquires knowledge of it.

These processes and methods distinguish the Normal School from other institutions of learning, determine its courses of study and give inspiration to the methods of teaching.

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## COURSES OF STUDY.

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The Washington State Normal School offers two courses of study—an *Elementary Course* and an *Advanced Course*.

The studies of the *Elementary* and *Advanced* courses may be classified as follows:

### ELEMENTARY COURSE.

*Mathematics*.—Elementary Algebra, Written Arithmetic, Mental Arithmetic, and Plane Geometry.

*Natural Science*.—Physiology, Zoölogy, Physical and Mathematical Geography, Physics, and Botany.

*English*.—Grammar and Composition, Rhetoric, English and American Literature.

*Miscellaneous*.—Civics, English and United States History, and Reading.

*School Arts*.—Drawing, Penmanship, Vocal Music, Elocution, and Physical Culture.

*Pedagogics*.—Elementary Psychology, Methods of Teaching, Observation in Training School, and School Management.

### ADVANCED COURSE.

*Mathematics*.—Solid Geometry, Trigonometry, Advanced Algebra, and Review of Arithmetic.

*Natural Science*.—Chemistry, Geology and Mineralogy, Descriptive Astronomy, Review of Descriptive Geography.

*English*.—English and American Literature, Reviews in Reading and Grammar.

*Professional*.—Methods, Applied Psychology, History of Education, Teaching Practice in Training School, and Observation of Teaching.

*History*.—General History.

*School Arts*.—Same as in Elementary Course.

## FOUR YEARS' COURSE.

	ELEMENTARY COURSE.		ADVANCED COURSE.	
	First Year.	Second Year.	Third Year.	Fourth Year.
<i>Mathematics.</i>	Weeks. <sup>1</sup>	Weeks. <sup>2</sup>	Weeks. <sup>1</sup>	Weeks. <sup>1</sup>
	1 2	1 <i>Ed. Alg.</i> Elementary Algebra..... 20 Arithmetic..... 20	Mental Arithmetic..... 20 2 Geometry..... 25	Solid Geometry..... 15 Trigonometry..... 20 Advanced Algebra..... 20
<i>Science.</i>	Weeks. <sup>3</sup>	Weeks. <sup>3</sup>	Weeks. <sup>3</sup>	Weeks. <sup>3</sup>
	3 4 5	8 Physiology and Zoology, 20 9 Physical and Mathematical Geography..... 20	Physics..... 30 4 Botany..... 20	Chemistry..... 20 5 Geology and Mineralogy, 20 6 Descriptive Astronomy... 10
<i>English.</i>	Weeks. <sup>6</sup>	Weeks. <sup>6</sup>	Weeks. <sup>7</sup>	Weeks. <sup>4</sup>
	6	7 Grammar and Composition..... 40	8 Rhetoric..... 20 9 English and American Literature..... 20	7 English and American Literature..... 20
<i>Professional.</i>	Weeks. <sup>11</sup>	Weeks. <sup>7</sup>	Weeks. <sup>7</sup>	Weeks. <sup>6</sup>
	11	7 Reading Methods..... 10	8 Observation..... 10 9 Elementary Psychology.. 10 10 School Management..... 10 11 Arithmetic Methods..... 10	8 Observation..... 10 9 Geography Methods..... 10
<i>Miscellaneous.</i>	Weeks. <sup>12</sup>	Weeks. <sup>14</sup>	Weeks. <sup>10</sup>	
	12 13 14	Civics..... 20 English and United States History..... 10 Reading..... 10	14 Bookkeeping..... 15	10 General History..... 20

Drills in Drawing, Penmanship, Music, Spelling, Elocution, Physical Culture, etc., throughout the entire course.

15                      16  
12                      13

180.

150.

120.

140

65

## TWO-FOLD NATURE OF COURSES OF STUDY.

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From the nature of the teacher's work it will appear that the course of instruction adapted to the needs of teachers necessarily embraces two general departments of study and training, a *Scholastic Department* and a *Professional Department*.

### THE SCHOLASTIC DEPARTMENT.

In the scholastic department is studied the nature of the being to be educated and the branches of knowledge by which this education is to be effected.

Since one cannot teach what he does not know, and since he can better impart that subject which he is to teach when he has thoroughly learned all branches relating to it, it follows that the Normal School has most effectually performed its work when its students have received instruction in the branches they are to teach and in those subjects related to such branches.

### THE PROFESSIONAL COURSE.

The professional course embraces a study of the nature of the mind, methods of training the powers of the child, principles of education, methods of teaching which grow out of these principles, history of education, and practice teaching under close supervision in a well equipped model school.

Our professional course, therefore, includes both the theory and practice of education. In the former, accepted principles of education and systems of education are carefully studied and definitely impressed upon the student's mind. The relation of such principles to existing methods of teaching is fully illustrated, and the methods of organizing and conducting schools are clearly taught. In the latter the student

practices the art of teaching, and thus becomes familiar with the processes of imparting knowledge to numbers in classes.

#### PROFESSIONAL INSPIRATION.

In addition to the influence of this two-fold course of instruction, it is the special function of the Normal School to imbue its students with professional zeal. Young men and women enter upon the course of study filled with many prejudices against teaching. Their conception of the teacher's work has been formed from their experience as pupils; and these, very often, place the standard lower than the broad science and fine art of teaching would justify. It is our aim so to present the science and art of education that our students may see its intrinsic excellence; compare its value with that of other professions; become eager students of its principles, methods and history; and, above all, become so filled with a love and spirit of consecration for the work, that they may go forth veritable missionaries in the great work of popular education.

#### THE MODEL SCHOOL.

One of the distinctive features of the Normal School is the Model School. A person may know all that is needful to know about the branches to be taught; he may have a clear and comprehensive knowledge of the nature of the being to be educated; understand the methods of training the faculties; be acquainted with the methods of teaching the several branches; and have a comprehensive knowledge of the best means for organizing and governing a school; and yet, in the practical work of imparting instruction, he may be a failure. He must learn to teach by carefully, thoughtfully applying the knowledge he has acquired about teaching. This should be done under skillful and constant supervision. In a carefully conducted Model School this can be done most effectively. This supervision is important both from the side of



the student teacher and from the side of the child. For the former, it is designed as a safeguard against false practice in the profession for which he is making preparation. For the latter, it is essential as a factor in growth and development into manhood or womanhood. The management of the school are fully conscious of the urgent importance that this training should be done in a rational manner at every step, and, for that reason, aim to so conduct the Model School as to make it a *model* of safety for the children who are to receive their training in it. The importance which we attach to the conservation of the pupils' highest interest will, we hope, produce in the minds of our students a deep rooted conviction of the responsibility devolving upon those who would teach, and it is hoped that they may take this feeling of caution and responsibility with them into the schools in which they may teach.

#### COURSE OF STUDY FOR THE MODEL SCHOOL.

A carefully prepared course of study will be placed in the hands of each student teacher. This course will be thoroughly studied under the direction of the principal and critic teacher, and each student teacher will make synopses of lessons to be criticised by the teachers in charge of the school. These corrected synopses are handed back to the student for comparison with the original draft. When sufficient skill in "thinking out" a lesson is acquired, then the student is put in charge of a class. In the meantime, each student making such synopses reports to the principal and critic teacher the results of observations in the classes of other students. In this way considerable familiarity with the processes of teaching will be gained before the student himself is put in charge of a class.

A plan setting forth the *purpose, subject matter, method, devices* and *educational principles* employed in each lesson is required from the student. These lesson plans are submitted to the critic teacher for examination and correction before the class is taught. Each student teacher shall make a permanent

record of twenty such *plans*, and these will be kept in the Model School for future reference and comparison.

The student teachers study child nature both in and out of the class room, and make reports of their observations to their fellow students and the faculty for the purpose of comparison.

That the conditions in the Model School may be as nearly like those that the young teacher will meet in the school in his or her own charge, arrangements will be made so as to afford frequent practice in teaching classes while other classes are present for study.

In order to harmonize the methods and course of each student teacher with that of others teaching the same or associated classes, semi-weekly meetings for the discussion and comparison of work will be held under the direction of the principal and critic teacher.

It is our aim to keep the practice in the Model School so free from restraint and yet so fully under the judicious guidance of the faculty, as to secure the utmost freedom in the student teacher's individuality and the highest welfare of the pupils.

Upon the completion of the work in the Model School the student receives a certificate showing the estimate of standing in this work. This certificate bears the signatures of the principal and critic teacher.

#### THE KINDERGARTEN.

Miss Lilia Marquis, an experienced kindergartner, will conduct her kindergarten in one of the rooms of the building. Students in the advanced classes will observe this work at regular periods; thus they will have an opportunity to learn the practical parts of this important work.

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## SCHOLASTIC DEPARTMENTS.

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Thorough scholarship lies at the foundation of a teachers' course, hence the Normal School makes careful and ample provision for the scholastic training of its students. It will be seen, upon examination of the courses of study, that all the branches of knowledge included in them are essential to give the student general culture, and to fit him for the profession of teaching. Attention is hereby called to the work in the various scholastic departments.

### ENGLISH DEPARTMENT.

The work as planned for the course in English provides instruction in the following subjects: *Grammar*, *Composition*, *Rhetoric*, and *Literature*.

#### GRAMMAR.

Realizing the importance of this subject to those whom we send forth as teachers, an extended course in Grammar has been adopted by the "General Board."

In the Preparatory Class, one year is spent in an inductive study of the subject. The ground covered includes a study of the sentence; the parts of speech and their modifications; a brief course in syntax, analysis and parsing; incidental instruction in the use of capitals and punctuation.

Twenty weeks of the first year are devoted to work in technical Grammar, special attention being given to synthesis and analysis of sentences, and to syntax. Various text books are used for reference.

During the senior year, twenty weeks are spent in a review of Grammar, with special reference to the methods of teaching the subject.

## COMPOSITION.

The work in Composition includes a brief study of the growth of the English language; word analysis, punctuation and capitalization; exercises in reproduction, paraphrasing and extempore writing; letter writing; outline work and development of outlined subjects; simple figures of speech; and, incidentally, the study of several American writers.

## RHETORIC.

The twenty weeks given to the study of Rhetoric afford an opportunity for the careful study of invention, style of discourse, figures of speech. Frequent essay writing affords an opportunity for applying the knowledge gained in actual production work.

## LITERATURE.

Forty weeks are spent in the study of Literature. "Shaw's History of English and American Literature" and Swinton's "Studies in English Literature" are in the hands of the pupils as text books, but much work is done outside of these books.

The first twenty weeks are spent in the study of prominent English writers, from the "Early English Period" to the middle of the eighteenth century, with contemporaneous American writers. The second twenty weeks are given to the later English writers, also to eminent American writers. The analysis of the thought and style of various authors and the memorizing of choice extracts comprise an important part of the work. The purpose of the course is to train the pupil to express his thoughts with clearness and force, and to lead him to no longer read *about* these masters but to read and appreciate the *masters* themselves.

Essay writing is required throughout the senior year.

## GEOGRAPHICAL AND HISTORICAL DEPARTMENTS.

## GEOGRAPHY.

The course in this subject includes Descriptive, Physical, and Mathematical Geography. The department is well equipped with maps, globes, etc. In addition to the regular course, each student will make apparatus for experiments and relief maps, etc.

## HISTORY.

The Normal School course embraces the History and Constitution of the United States, English History and General History.

## SCIENCE DEPARTMENT.

The science department is already well equipped for excellent work, and new apparatus is being rapidly added whereby this department shall continue to maintain the prominent position it now holds in the scholastic preparation of teachers. The great interest which is centering in the sciences, as affording a wide range of suitable material for the exercise of the child's powers, gives this line of instruction special value in a teachers' course.

## PHYSIOLOGY.

In addition to the work of the preparatory department in this subject, ten weeks are given to it in the elementary course. During this time some attention is given to the study of the organs of the human body and their functions, but everything is made subservient to the one idea of impressing upon the student the laws of health and the penalties suffered for their violation. Care is taken to see that students know "what to do till the doctor comes." Pupils are especially drilled in these parts of the subject in hope that they will likewise impress them upon the pupils of the public schools. Full attention is given to the study of alcohol and its effects upon the human body.

## ZOÖLOGY.

But ten weeks can be given to the study of Zoölogy. In that time attention is given to the distinctions between animals and plants, and the manner of classifying the former into branches, classes, etc. The different branches are then taken up and the science viewed as a whole. The student then proceeds to the study of some of the leading species, always keeping their place in the classified kingdom clearly in mind.

## PHYSICAL GEOGRAPHY.

This subject is placed in the first year of the course and used as an introduction to the physical sciences. Special care is given to train the student in habits of scientific thought and thorough investigation, not only of scientific works, but also of the phenomena and material about him. The subject is considered as presented in the Eclectic Physical Geography, and as thorough a mastery of the matter contained is made as time will permit.

## NATURAL PHILOSOPHY.

The study of this science is made largely inductive, yet not to the extent of requiring pupils to rediscover for themselves all the laws of nature. The time being too limited for this, the underlying principles and divisions of the science are made manifest at the beginning of the work and the laboratory used whenever necessary for the clear understanding or fixing of a principle. The majority of the experiments prescribed in Gage's Introduction to Physical Science are performed by students, and the principles illustrated clearly expressed and thoroughly mastered. Special care is given to make the student expert in the manufacture and manipulation of apparatus for illustrating scientific principles. All the time possible is given to the subject of electricity and its practical uses.

## BOTANY.

Ten weeks are given in autumn to the study of Organography and Physiological Botany. The leaves are first studied and pupils required to gather and classify specimens of all the varieties of leaves found in the immediate vicinity. In like manner the stem is studied. The parts of the flower and the different forms and parts of the fruit are carefully investigated. Pupils are required to trace the history of certain plants from germination to death, giving special attention to their physiology. Ten weeks are given in the spring to the study of Systematic Botany, during which time as many plants as possible are analyzed.

## CHEMISTRY.

As an introduction to the science, a study is made of the underlying principles and definitions necessary to an intelligent study of the elements and compounds by means of the laboratory. The notation and nomenclature of chemical substances are investigated. A topical study is then made of each of the more important elements, including, if possible, the actual preparation of each in the laboratory. Organic Chemistry is studied with special reference to the more practical parts. Thoroughness in the elements is the object sought.

In the new building provision is made so that each student may make his own experiments and record his own observations of results.

## GEOLOGY AND MINERALOGY.

In Geology the time is principally devoted to the historical and lithological parts of the subject. The history of the earth as found in its crust is duly considered. Students are required to make a careful study of the school's cabinet, and to be able to identify the more important species. They have access to an extensive cabinet of minerals, and it is hoped that, through the assistance of friends and the labors of the teacher in

charge, the school may soon come into possession of a fair cabinet of fossils.

#### ASTRONOMY.

The course in Astronomy includes a study of the solar system as a whole, and a special description of the sun, moon and each of the planets. An investigation of the fixed stars is made; embracing an account of their number, magnitude, distance and motions; of their changes in brightness and color, and of their grouping into constellations. Young's plan of impressing the principles of the subject by means of questions and problems, which require original reasoning on the part of students, is followed.

#### MUSEUM AND APPARATUS.

The school has in its possession a valuable nucleus of scientific specimens and apparatus. Among the former is a collection of fishes, some stuffed and others preserved in alcohol; an assortment of the different varieties of timber, including a complete collection of those found in Washington; numerous stuffed mammals and birds; shells, embracing mollusks preserved in alcohol, and a large and varied cabinet of minerals.

This collection is constantly increasing, and great pains will be taken to make it one of the features of the school.

Through the kindness of His Excellency, Governor John H. McGraw, Dr. G. V. Calhoun, executive commissioner of the World's Columbian Exposition, and Hon. Edmond S. Meany, secretary and press agent for the same body, a car load of natural history specimens, minerals, etc., were received from the World's Fair, for which acknowledgments are hereby made.

It is hoped the friends of the school will render assistance by furnishing the school with animals for mounting, shells, minerals, fossils, etc. Letters sent to the principal upon this subject will receive prompt and careful attention, and the favors will be gratefully received.



## MATHEMATICAL DEPARTMENT.

The course in mathematics comprises Written and Mental Arithmetic, Elementary and Advanced Algebra, Plane and Solid Geometry, and Plane and Spherical Trigonometry, distributed through the course in the following order:

## ARITHMETIC.

During the first year twenty weeks are devoted to Arithmetic, giving special attention to measurements ( wood, lumber, carpeting, papering, masonry, brick work, artificers' work, land ), percentage in its various applications, ratio and proportion, involution and evolution, analysis and mensuration.

In the second year ten weeks are devoted to arithmetical methods, designed to cover all grade work in Arithmetic in the public schools.

Twenty weeks of this year are given to the study of Mental Arithmetic, the chief object being mental discipline and arithmetical analysis, and incidentally the development of language; hence complete logical analysis, expressed clearly in good English, is indispensable.

In the fourth year, when the maturity of mind better enables the pupils to appreciate it in its practical application before entering the school room as teachers, a review of ten weeks of both methods and principles of arithmetic is given.

## ALGEBRA.

In the first year forty weeks are given to the study of Elementary Algebra. No previous knowledge of the subject is supposed, hence special attention is given to the fundamental operations, multiples, factors and fractions, thus making pupils proficient in these before undertaking the solution of equations or problems involving equations. After the principle has been learned, considerable class drill is given, thus making the pupils proficient in the application of the principle. Some attention is given during this year to involution and evolution, quad

ratios, ratio and proportion, series, theory of exponents and binomial theorem, Wentworth's Shorter Course in Algebra being completed.

During the third year twenty weeks, and during the fourth year ten weeks, are devoted to higher algebra, during which time a more comprehensive study of the subjects commenced in the first year is required.

#### GEOMETRY.

Plane Geometry, including lines and angles, triangles, quadrilaterals, circles and proportion, is studied twenty weeks during the second year. Solid geometry, including planes, solids with plane surfaces, and solids with curved surfaces, is studied twenty weeks during the third year.

In Geometry, as in Mental Arithmetic, mental discipline is the chief consideration. Fundamental principles are emphasized, but the committing of demonstrations is not allowed. Numerous original demonstrations and constructions are required in connection with those given by the text used. The aim is to train the student to reason closely, carefully, accurately and logically.

#### TRIGONOMETRY.

Plane and Spherical Trigonometry are studied twenty weeks during the third year. Students are required to become familiar with the principles of the theory, and are then given enough practical work in the solution of right and oblique triangles and the measurements of heights and distances to develop a degree of proficiency in the application of those principles. While the natural sines and cosines are learned, the practical work is done by means of logarithmic functions.

In Spherical Trigonometry the students develop and become familiar with Napier's circular parts and analogies. In addition to the solving of problems involving right, quadrantal and oblique triangles, some attention is given to the application of the principles learned to Astronomy and Geography.

### DRAWING AND FORM STUDY.

The value of Form Study and Drawing as a means for intellectual development is universally recognized, and the prominence which has been given to this line of work in the public school courses, in both Europe and America, makes it important that Normal Schools should give special attention to so important a branch. A teacher of thorough preparation and very successful experience has been secured for this department, and great stress will be laid upon securing satisfactory results for students in this work.

### BOOKKEEPING.

Theoretical and practical Bookkeeping, both single and double entry, business correspondence, etc., are taught in such a way as to develop thought and to make students skillful in teaching the subject.

### VOCAL MUSIC.

The constantly increasing demand for teachers of Music in the public schools calls for better facilities for giving instruction in Music in the State Normal.

This department is in charge of a specialist, under whose direction the students will be thoroughly equipped to teach this subject in the public schools.

The work in Music, which is free to students, embraces theory, sight reading, chorus drill, and the best methods of teaching the subject.

### SPECIAL COURSE IN MUSIC.

Those who desire special instruction in either vocal or instrumental music will find superior advantages at the Normal Conservatory of Music, connected with the school.

A full course, adapted to the needs of each pupil, has been arranged, so that, by a rare combination of advantages, a pupil occupied in the regular normal course may, if desirous,

for a small additional expense, pursue the study of voice culture, piano or organ.

#### READING.

Special attention is given to reading. The aim is to give the student proper methods of breathing and control of the breath; to correct faults of articulation and enunciation; to enable the student to appear before the school or an audience with ease and composure; to speak and read naturally, distinctly, correctly, and with energy and interest.

This work embraces vocal physiology, the elements of speech, the principles of elocution, and daily practice in their application.

Students participate in rhetorical exercises throughout the entire course.

#### PHYSICAL CULTURE.

Gymnastic drills, capable of being adapted to the public schools, constitute an important feature of the general work of the school. No effort is made to produce "athletes," but great effort is made to develop bodies able to meet the legitimate demands of the soul. To this end exercises are given to produce symmetry of form, grace of movement, and a measure of strength commensurate with the demands of student and teacher life.

Besides the system of free gymnastics in use in the classes, the programs of students are so arranged as to give ample time for additional work in our fine new gymnasium. All of this work is under the direction of the teachers.

#### CONTINUOUS REVIEWS.

In answer to numerous inquiries, it seems best to note here the fact that classes in the common branches begin reviews at the opening of each half term. There is no time in the school year when students desiring reviews in arithmetic, grammar, geography, orthoëpy, reading, civil government,

etc., cannot find classes which will meet their needs, but students are strongly advised to enter at the beginning or else at the middle of a term.

#### MORAL AND LITERARY CULTURE.

The school recognizes that man is a moral and religious as well as intellectual being. Every safeguard is thrown around the students to shield them from any violence to the virtuous habits which they have formed. A kindly solicitude for the moral welfare of the students imposes upon the faculty the duty of earnestly and conscientiously advising them in all matters that will tend to their highest good. A beautiful, true and noble life, a life full of devotion to the best interests of the race, must characterize the true teacher; and it shall be the aim of the faculty to emphasize the records of that life and those lives whose qualities should enter the ideal of citizenship for each inhabitant of our common country.

The religious convictions of students are sacredly respected; sectarian distinctions find no place whatever in the Normal; while all meet upon a common level to fight against error and lift higher the standard of a true education.

#### LITERARY SOCIETIES.

The Normal offers special literary advantages to its students through two societies connected with the school, the Eclectic and the Crescent. These societies hold their meetings alternately on the Friday evenings of the school term. The meetings are open at all times to members of the faculty and school, and occasionally to the public.

Each student is assigned to one of these societies, and is required to attend all its meetings and do any literary work assigned. However, abundant opportunities are afforded to make voluntary and extemporaneous efforts, in which he is encouraged by the teacher in charge. The punctuality, cheerfulness and interest manifested by the members in their re-

spective societies furnish a splendid opportunity to judge of their dispositions and of their fitness to become teachers.

The oversight and general management of each society is intrusted to a member of the faculty, whose duty it is to keep a careful record of the efforts of each member, and to act as critic and counselor for the society under his care.

The presidents of the societies are elected from the senior class, and each society elects its own officers. Programs consisting of recitations, essays, readings, debates, music, etc., are prepared under the supervision of the teacher in charge. In details of organization the societies differ slightly, yet in their principal features and in their purposes, they are alike.

#### LIBRARY.

The Normal School library comprises a large and well selected list of books for general reading and study, and a fully equipped reference library. These books are open to the free use of students. Additions are made as rapidly as our means will permit, thus offering a choice line of reading to our students.

#### LOCATION, BUILDING, ETC.

The State of Washington has evinced great wisdom in locating the State Normal School in the city of Ellensburg. This city is situated in the beautiful and productive Kittitas valley, near the geographical center of the state. It is on the Northern Pacific Railroad, midway between the eastern and western centers of population, and easily accessible from all portions of the state. The city is situated upon a gentle south slope of a liberal elevation above the general level of the surrounding country, thus affording an outlook over the southern and western portions of the Kittitas valley, and rendering the matter of suitable drainage quite easy.

Through its fortunate location the health of the community is invariably good, a matter of great importance to a school.

In rebuilding the city, special care has been taken to render

each building a model of neatness and stability. The whole business portion is constructed of brick and stone, the streets are well paved; and, in every way, the city itself is an important factor of education. The lawns and gardens are beautifully shaded and well kept, thus adding to the æsthetic culture of those who make it their home or who remain here while at school.

The city has about three thousand inhabitants, noted for their intelligence, enterprise, hospitality and moral character. There are churches of various denominations where students are freely welcomed.

#### NEW BUILDING.

The new Normal School building is a handsome, substantial structure, situated on the high ground in the city, and overlooking both city and valley. The building, which is constructed of brick and stone, is most excellently finished throughout. The rooms are large, well heated by a sufficient supply of steam, furnished with the most modern and convenient furniture, amply provided with the best quality of blackboard surface, and so lighted as to conduce to the comfort and safety of both students and teachers. The health, comfort and convenience of students is a matter of such paramount importance in the success of a school, and the advancement of the individuals themselves, that the board of trustees have taken special precaution in securing those surroundings that would especially insure these conditions.

*Recitation Rooms.*—The recitation rooms are large, attractive and cheerful. To teach and to recite become pleasant occupations in such comfortable quarters.

*Assembly Room.*—A commodious assembly room for the general exercises of the school is provided and so furnished as to make it suitable for both general and other exercises.

*Gymnasium.*—The gymnasium is a room well adapted to the purposes for which it is designed. This is for the free

use of students. The work is under the supervision of experienced teachers, and the program of each student is so constructed as to afford as much time as possible for this important phase of a complete education.

*Offices and Other Rooms.*—Offices, cloak rooms and other apartments are distributed in convenient and suitable places throughout the building.

*Heating and Ventilating.*—With the perfect systems of heating and ventilation, the comfort of students is fully insured. The building can be well heated throughout, and the ventilation is effected through a system of flues so arranged as to obviate all dangers from draughts or abrupt changes in temperature.

There is, taking it throughout, no more complete Normal School building on the Pacific slope; and it is not too much to expect that the State of Washington shall ere long enjoy the distinction of having, at this place, the foremost Normal School on the coast.



## WHO MAY BE ADMITTED.

1. Those who pass the competitive examinations held by county superintendents.

2. Teachers in the state who hold certificates.

“SEC. 11. At each annual meeting, the board shall determine what number of pupils may be admitted into the school; and this number shall be apportioned among the counties of this state according to the number of representatives from said counties to the legislature: *Provided*, That teachers holding first or second grade certificates may be admitted from the state at large. The county superintendents and the county boards of examination shall hold competitive examinations, before the 1st of May in each year, of all persons desiring to become pupils of the Normal School, which examination shall be conducted in the same manner as examinations for teachers' certificates. A list shall be made of the applicants thus examined, and they shall receive recommendations in the order of standing in examination: *Provided*, That superintendents may discriminate in favor of those whose age and experience specially fit them to become normal pupils. After the expiration of the year a new list must be prepared, and those not recommended must be re-examined, or forfeit their right to recommendation.

“SEC. 12. To secure admission into the junior class of the Normal School, the applicant, if a male, must not be less than seventeen years of age, or if a female, not less than sixteen years of age; to enter an advanced class, the applicant must be proportionately older. Applicants must all present letters of recommendation from their county superintendent, certifying to their good moral character and their fitness to enter the Normal School. Before entering, all applicants must sign the following declaration: ‘We hereby declare that our purpose in entering the Washington State Normal School is to fit ourselves for the profession of teaching, and that it is our intention to engage in teaching in the public schools of this state.’” (School Laws, 1891, pp. 64, 65.)

This law is modified by section 18, page 76, School Laws of 1893:

“SEC. 18. No person shall be admitted to any state Normal School as a student who has not attained the age of sixteen years,

if a male, or of fifteen years, if a female, nor until by an entrance examination or otherwise he or she shall have established the fact that he or she is qualified to enter some one of the grades or courses provided for in the course of study."

In case an opportunity has not been given for competitive examination, and the applicant will classify with classes being taught, on satisfying the principal of their capability, character and worthiness, students will be admitted until the next examination occurs.

Entrance examinations will also be held at the school on the first and second days of each term. The entrance examination for the beginning of the present school year will be held on the 3d and 4th of September. Those who were unable to attend the examinations in their own counties may do so here; provided, however, that in each case the applicant presents letters of recommendation from the superintendent of his own county, as provided for above.

#### ADVANCED STANDING.

Students who present evidence of honorable dismissal from other institutions of corresponding grade, will, without examination, be credited with such records as are 80 per cent. and above.

Graduates in the Arts Course or in corresponding courses of first-class colleges, or other accredited schools, will be given such credits as will admit them to the last year, or the senior class on entering the school, the faculty designating the subjects to be pursued in each case.

Graduates of accredited high schools or other institutions of corresponding grade will be given such credits on entering as the course they have pursued will warrant. In each case the faculty will designate the subjects to be pursued.

Persons, if qualified, may, therefore, enter either of the advanced classes; but a diploma will be granted to none who do not spend a full year in professional training and actual prac-

tice in the Training School under the direction of critic teachers.

#### CERTIFICATES AND DIPLOMAS.

On finishing the Elementary Course the student receives a certificate good for two years in all the public schools of the state, and renewable for three years more, making five years in all.

On finishing the Advanced Course the student receives a diploma good for five years in the public schools of the state and entitling the holder to a life diploma after five years of successful teaching.

This difference in the value of certificates arises from the difference in the grade both of academic and professional work. Students to complete the Elementary Course pursue, besides their academic work, the professional studies prescribed for that course, and *observe* the work in the Model School. Those who complete the Advanced Course enjoy the additional advantage of a broader course in academic and professional study, and the distinctive benefits that come from actual teaching in a well regulated Model School.

#### GOVERNMENT.

It is assumed that all those who come here for instruction will recognize the claims of the school upon them for good conduct. The interests of the school demand that the life of its students and graduates be exemplary; and the faculty will look to them to make the record of conduct such as shall commend the school, its work, and its students, to the citizens of this commonwealth. Self discipline, directed by a sense of duty and a conviction of what is right, constitutes the basis of all control. A spirit of kindly interest in the welfare of each student, and a genuine concern for the success of the school, will hold all responsible to guard carefully against any and all violations of the accepted rules of right. But, lest any should come who, either from a want of informa-

tion or from carelessness, might be disposed to disregard these general statements, we give below a few more specific regulations, so that our students may see from what inconveniences and discomfort they are shielded while here.

1. The building is for the proper use of all connected with the school, and their friends are also gladly welcomed; loud talking, whistling, scuffling and general boisterousness in the building are, therefore, prohibited, as interfering with the rights of others.

2. Students are prohibited from using tobacco in the building or on the grounds. The excessive use of tobacco, especially cigarettes, by those who become students, cannot be permitted.

3. The hours for study are definitely fixed, and a proper observance of the rights of students makes visiting during these hours a violation of the law of right.

4. Every student shall be present at all the general exercises in the assembly room unless excused by the principal.

5. Regularity and punctuality in attendance upon classes is insisted upon. Violations of this regulation cannot fail to produce a loss to the entire class, hence it is our aim to reach the minimum in irregularity. Permission to be absent from recitation will be granted when necessary, and should always be obtained before the absence occurs.

6. Students desiring to withdraw from the school during the session should be regularly excused by the principal. A failure to observe this regulation suspends the student.

7. Students must apply themselves to study with diligence. They must take a sufficient number of studies to keep themselves employed, but not more than they can study with profit. Failure in thorough application to work will interfere with the best interests of other students.

8. Students are absolutely prohibited from using profane or vulgar language, drinking alcoholic liquors of any kind as

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a beverage, or having objectionable books, papers or other articles in their possession, during their connection with the school.

9. Students will be expected not to lounge about the stores and on the streets. They cannot be good students and follow the habit of loafing.

To summarize, the student is expected to do right; to respect the interests of the school and of his fellow students.

## GENERAL INFORMATION.

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### OTHER RULES AND REGULATIONS.

1. Students before being admitted to the normal department of the Normal School must pass a final examination in all the subjects required for a second grade county teacher's certificate, except penmanship, reading, grammar, arithmetic, civil government and school law and physiology.

2. In all final standings the student shall secure a minimum marking of 70 per cent. and a minimum average of at least 80 per cent. In estimating these markings, the class standings shall count for one-half.

3. Entrance examinations shall be held quarterly, the questions for which shall be prepared by the superintendent of public instruction.

4. Each student shall be required to pay in advance an annual incidental fee of five dollars.

5. A student suspended or expelled from any school cannot be admitted to a Normal School of this state while under such sentence.

6. All students are required to perform the assigned literary work, of which the principal of the faculty shall be the judge.

7. Students taking text books from the text book library are required to deposit five dollars with the librarian, which sum will be refunded upon the return of the books in good condition.

8. Standings from other schools may be accepted in academic work, but in professional work the applicant must pass a satisfactory examination.

**BUSINESS OF THE SCHOOL.****APPLICATIONS FOR TEACHERS.**

Numerous boards of education and directors of schools apply to us for teachers. We are always pleased to answer such requests by furnishing good teachers, but we are better able to do so near the close of each school year than at any other time. Persons desiring to secure our graduates should write early, as we cannot always furnish them to fill positions in all grades of schools.

It must not be supposed that all persons who attend our school for three or six months are good teachers. We are willing to be held responsible for the teaching of our graduates only.

**EXPENSES.**

Tuition, also the use of text books, is free; but students, when they take books from the library, are required to make a deposit of five dollars, which sum will be returned to them on the return of the books in good order.

**BOARD.**

There is at present no boarding hall connected with the school; but board, furnished rooms, light and fuel is furnished by many of the best families at from three and a half to four dollars per week.

Rooms and houses can be secured for club and self-boarding at very low rates. Many of our best students embrace these opportunities, reducing the cost nearly or quite one-half of this amount.

All boarding places and rooms rented must be in places approved by the faculty.

**RETURN OF FARE.**

The fee of five dollars charged on every student will be divided pro rata in paying the fare of all students who are in attendance the full year, living over one hundred miles from

Ellensburg, thus placing, as far as within our power, those from remote parts of the state on the same footing as though near by. This will pay about two-thirds of the expenses in coming and returning.

ADVICE TO STUDENTS COMING TO ELLENSBURGH.

Students who advise us of their coming will be met at trains and conveyed to boarding places, rooms, or the principal's office.

Students who come in on night trains should take a conveyance to a hotel, and call upon the principal in the morning. Do not give up checks for trunks at the depot, but bring them with you to the office.

Every effort will be made to give all who come a hearty welcome, and to establish them in pleasant homes. Students may rely upon careful and kind attention in these important matters.

Read this catalogue carefully and write for any information you desire not contained herein.

For further information, address

P. A. GETZ, PRINCIPAL,  
*Ellensburg.*



## CATALOGUE OF STUDENTS, 1893-94.

## POST GRADUATES.

NAME.	P. O. ADDRESS.	COUNTY.
Barge, Allie, . . . . .	Ellensburg,	Kittitas.
Charlton, John J., . . . .	Ellensburg,	Kittitas.

## SENIOR CLASS.

Adams, May, . . . . .	Ellensburg,	Kittitas.
Anderson, Helen, . . . .	Seattle, . . . .	King.
Beach, Daisy L., . . . .	Kennewick,	Yakima.
Berkman, Effie, . . . . .	Seattle, . . . .	King.
Bruce, Lena, . . . . .	Tacoma, . . . .	Pierce.
Carothers, Warren E., . .	Ellensburg,	Kittitas.
Colbert, Elfreda, . . . .	Ilwaco, . . . .	Pacific.
Cole, Maria Bethel, . . .	Ellensburg,	Kittitas.
Damman, Mamie, . . . . .	Ellensburg,	Kittitas.
Dyer, Nellie M., . . . . .	Oakland, . . . .	California.
Eldred, Leslie G., . . . .	Ellensburg,	Kittitas.
Foley, Sarah B., . . . . .	Seattle, . . . .	King.
Gunther, Dill R., . . . .	Seattle, . . . .	King.
Hale, Harry W., . . . . .	Ellensburg,	Kittitas.
Hargear, Bessie, . . . . .	Tacoma, . . . .	Pierce.
Julesberg, Ada, . . . . .	Lexington, . . .	Cowlitz.
Knapp, C. H., . . . . .	Ellensburg,	Kittitas.
Kunz, Joseph, . . . . .	Dayton, . . . .	Columbia.
Larson, Anna, . . . . .	Kelso, . . . . .	Cowlitz.
McArthur, Jessie, . . . .	Ellensburg,	Kittitas.
McGill, Mattie E., . . . .	Port Angeles,	Clallam.
McManus, Orville, . . . .	Silver, . . . . .	Okanogan.
Painter, Bonnie Jean, . .	Walla Walla,	Walla Walla.
Painter, Grace J., . . . .	Walla Walla,	Walla Walla.

## SENIOR CLASS—CONTINUED.

NAME.	P. O. ADDRESS.	COUNTY.
Painter, Mabel, . . . .	Walla Walla, . . . .	Walla Walla.
Steiner, Sevilla, . . . .	Waterville, . . . .	Douglas.
Zeebuyth, May, . . . .	Montesano, . . . .	Chehalis.

## JUNIOR CLASS.

Adams, John Q., . . . .	Spokane, . . . .	Spokane.
Elsensohn, Tenia, . . . .	Pomeroy, . . . .	Garfield.
Ford, Rachel, . . . .	Ellensburg, . . . .	Kittitas.
Hatfield, Ella, . . . .	Ellensburg, . . . .	Kittitas.
Havens, Cora B., . . . .	Ellensburg, . . . .	Kittitas.
Lewis, Ray, . . . .	Ellensburg, . . . .	Kittitas.
Quimby, Amanda, . . . .	Montesano, . . . .	Chehalis.
Riley, Robert P., . . . .	Castle Rock, . . . .	Cowlitz.
Ross, Douglas W., . . . .	Ellensburg, . . . .	Kittitas.
Salladay, Letha, . . . .	Ellensburg, . . . .	Kittitas.
Steele, Nellie, . . . .	Ellensburg, . . . .	Kittitas.

## SECOND YEAR CLASS.

Baker, Ella, . . . .	Cleveland, . . . .	Klickitat.
Baird, Irene, . . . .	Dayton, . . . .	Columbia.
Bushnell, Nellie L., . . . .	Dayton, . . . .	Columbia.
Clanton, Emma, . . . .	Centerville, . . . .	Klickitat.
Cuppy, Chas., . . . .	Pasco, . . . .	Franklin.
Carothers, C. M., . . . .	Ellensburg, . . . .	Kittitas.
David, Mina, . . . .	Ellensburg, . . . .	Kittitas.
Fulton, Nellie, . . . .	Winthrop, . . . .	Okanogan.
Hagy, Maggie, . . . .	Pomeroy, . . . .	Garfield.
Helm, Claude, . . . .	Ellensburg, . . . .	Kittitas.
Helm, P. R., . . . .	Ellensburg, . . . .	Kittitas.
Heath, Ada, . . . .	Tacoma, . . . .	Pierce.
Huselby, Mary, . . . .	Artondale, . . . .	Pierce.
Hinshaw, Ella G., . . . .	Goldendale, . . . .	Klickitat.
Philips, Ina May, . . . .	North Yakima, . . . .	Yakima.

## SECOND YEAR CLASS—CONTINUED.

NAME.	P. O. ADDRESS.	COUNTY.
Peterson, Gertrude, . . . .	Kalama, . . . .	Cowlitz.
Smith, Lucy M., . . . .	Orillia, . . . .	King.
Steward, Carrie, . . . .	Mission, . . . .	Kittitas.
Thomas, Edwin, . . . .	South Bend, . . . .	Pacific.
Wilson, Eliza, . . . .	Montesano, . . . .	Chehalis.
Young, Carrie, . . . .	North Yakima, . . . .	Yakima.
Young, Mary A., . . . .	North Yakima, . . . .	Yakima.
Zimmerman, C. L., . . . .	Wenatchee, . . . .	Kittitas.

## FIRST YEAR CLASS.

Adams, Edna, . . . .	Ellensburg, . . . .	Kittitas.
Babcock, Ida, . . . .	Waitsburg, . . . .	Walla Walla.
Bruce, Mary E., . . . .	Tacoma, . . . .	Pierce.
Baudreau, Edwin, . . . .	Ellensburg, . . . .	Kittitas.
Croy, Ella May, . . . .	Blaine, . . . .	Whatcom.
David, Ada, . . . .	Ellensburg, . . . .	Kittitas.
Dymond, Pearl M., . . . .	Fulda, . . . .	Klickitat.
Frost, Coral, . . . .	Ellensburg, . . . .	Kittitas.
Grindrod, Ione, . . . .	Ellensburg, . . . .	Kittitas.
Gates, Donna, . . . .	Ellensburg, . . . .	Kittitas.
Hinman, Agnes, . . . .	Mission, . . . .	Kittitas.
Hall, Thomas, . . . .	Snohomish, . . . .	Snohomish.
Holbrook, H. M., . . . .	Brush Prairie, . . . .	Clarke.
Lynch, Cornelius J., . . . .	North Yakima, . . . .	Yakima.
Lanigan, Kate M., . . . .	Cle-Elum, . . . .	Kittitas.
Mooney, Bertie E., . . . .	Montesano, . . . .	Chehalis.
McBride, Vina, . . . .	Ellensburg, . . . .	Kittitas.
Murray, Belle, . . . .	Ellensburg, . . . .	Kittitas.
Nelson, Emma, . . . .	Pomeroy, . . . .	Garfield.
Painter, Pearl, . . . .	Ellensburg, . . . .	Kittitas.
Rogers, Belle P., . . . .	Blaine, . . . .	Whatcom.
Rambo, C. A., . . . .	Brush Prairie, . . . .	Clarke.
Sheets, Gertrude, . . . .	Buckley, . . . .	Pierce.

## FIRST YEAR CLASS—CONTINUED.

NAME.	P. O. ADDRESS.	COUNTY.
Sprague, Jennie, . . . .	Sealand, . . . .	Pacific.
Shull, Allie, . . . . .	Ellensburg, . . . .	Kittitas.
Stoops, Clara, . . . . .	Blaine, . . . . .	Whatcom.
Stephenson, Grace D., . . . .	North Yakima, . . . .	Yakima.
Stewart, Charlotte, . . . . .	Garfield, . . . . .	Whitman.
Voice, Carrie, . . . . .	Rock Island, . . . .	Kittitas.
Ward, Rosa L., . . . . .	North Yakima, . . . .	Yakima.
White, Grace, . . . . .	Olympia, . . . . .	Thurston.
Young, Harvey L., . . . . .	North Yakima, . . . .	Yakima.
Yeats, Effie A., . . . . .	North Yakima, . . . .	Yakima.
Zimmerman, Lydia, . . . . .	Wenatchee, . . . . .	Kittitas.

## UNCLASSIFIED.

Brotton, Chattie, . . . . .	Ellensburg, . . . . .	Kittitas.
Bond, H. H., . . . . .	Snohomish, . . . . .	Snohomish.
Carpenter, Lulu, . . . . .	Ellensburg, . . . . .	Kittitas.
Hatfield, Prudie, . . . . .	Ellensburg, . . . . .	Kittitas.
Hall, George M., . . . . .	Burlington, . . . . .	Skagit.
Lee, Anna, . . . . .	Ellensburg, . . . . .	Kittitas.
Lynch, John H., . . . . .	North Yakima, . . . .	Yakima.
Lynch, P. J., . . . . .	North Yakima, . . . .	Yakima.
Lynch, Erin, . . . . .	North Yakima, . . . .	Yakima.
Morris, Metta, . . . . .	Sunshine, . . . . .	Pacific.
McNelly, Clara A., . . . . .	Ellensburg, . . . . .	Kittitas.
Pease, Nora, . . . . .	Ellensburg, . . . . .	Kittitas.
Pals, Annie, . . . . .	Ellensburg, . . . . .	Kittitas.
Rolph, Jessie, . . . . .	Kiona, . . . . .	Yakima.
Reed, Minnie, . . . . .	Rock Island, . . . . .	Kittitas.
Smith, Elva, . . . . .	Ellensburg, . . . . .	Kittitas.
Sterling, Victor R., . . . . .	Ellensburg, . . . . .	Kittitas.
Steward, Oliver J., . . . . .	Mission, . . . . .	Kittitas.
Voice, Kittie, . . . . .	Rock Island, . . . . .	Kittitas.

## SUMMARY OF ATTENDANCE FOR 1893-94.

Post graduates.....	2
Senior class.....	27
Junior class.....	11
Second year class.....	23
First year class.....	34
Unclassified students.....	20
Total for the year.....	117

## CATALOGUE OF ALUMNI.

### CLASS OF '92.

Buriff, Ella M., . . . .	Tacoma, . . . .	Pierce.
Edwards, U. Grant, . . . .	Leland, . . . .	Jefferson.
Gardner, N. L., . . . .	La Conner, . . . .	Skagit.
Gilbert, Susie Alice, . . . .	Tacoma, . . . .	Pierce.
Milham, Lottie E., . . . .	Seattle, . . . .	King.
Murray, Anna, . . . .	Ellensburg, . . . .	Kittitas.
Odell, Malcolm W., . . . .	Addy, . . . .	Stephens.
Oliver, Lula M., . . . .	Tacoma, . . . .	Pierce.
Painter, Maude M., . . . .	Walla Walla, . . . .	Walla Walla.
Rudio, Laura M., . . . .	Walla Walla, . . . .	Walla Walla.
Thomas, Esther M., . . . .	Walla Walla, . . . .	Walla Walla.

### CLASS OF '93.

Barge, Alice, . . . .	Ellensburg, . . . .	Kittitas.
Bowman, Lena Frances, . . . .	Anacortes, . . . .	Skagit.
Brown, Estella M., . . . .	Ellensburg, . . . .	Kittitas.
Charlton, Frances Stevens, . . . .	Ellensburg, . . . .	Kittitas.
Charlton, John J., . . . .	Ellensburg, . . . .	Kittitas.
Colbert, Daisy J., . . . .	Ilwaco, . . . .	Pacific.
Cravat, Mary Louise, . . . .	Chehalis, . . . .	Lewis.
Davis, Clifford, . . . .	Port Hadlock, . . . .	Jefferson.
Delaney, Sarah Olive, . . . .	Walla Walla, . . . .	Walla Walla.
Durr, Louis C., . . . .	Yager, . . . .	Whatcom.
Hill, Claudia Olga, . . . .	Puyallup, . . . .	Pierce.
Leonard, Virginia M., . . . .	Tacoma, . . . .	Pierce.
Livermore, Hattie Nye, . . . .	Wenatchee, . . . .	Douglas.
McBride, Mary Florence, . . . .	Ellensburg, . . . .	Kittitas.
McRobert, Eliza M., . . . .	Sunshine, . . . .	Pacific.
Osmonde, Edith Francena, . . . .	Tacoma, . . . .	Pierce.

Painter, Eugenia, . . .	Ellensburg, .	Kittitas.
Peterson, Virginia I., . . .	Ellensburg, .	Kittitas.
Salladay, Anna Nancisca, . . .	Ellensburg, .	Kittitas.
Sherman, May O' Ella, . . .	San Francisco,	California.
Smith, Lora A., . . . .	Spokane, . . .	Spokane.
Steward, Anna L., . . . .	Mission, . . .	Kittitas.
Turner, Alice Gertrude, . . .	Woodinville, .	Snohomish.

CLASS OF '94.

Adams, F. May, . . . .	Ellensburg, .	Kittitas.
Anderson, Helen, . . . .	Seattle, . . .	King.
Beach, Daisy L., . . . .	Kennewick, .	Yakima.
Berkman, Effie V., . . . .	Ellensburg, .	Kittitas.
Bruce, Lena, . . . . .	Tacoma, . . .	Pierce.
Colbert, Elfreda, . . . .	Ilwaco, . . .	Pacific.
Cole, Maria Bethel, . . . .	Ellensburg, .	Kittitas.
Damman, Mamie, . . . .	Ellensburg, .	Kittitas.
Eldred, Leslie G., . . . .	Ellensburg, .	Kittitas.
Foley, Sarah B., . . . .	Seattle, . . .	King.
Gunther, Dill R., . . . .	Seattle, . . .	King.
Hale, Harry W., . . . .	Ellensburg, .	Kittitas,
Hargear, Bessie, . . . .	Tacoma, . . .	Pierce.
Julesberg, Ada, . . . . .	Lexington, . .	Cowlitz.
Knapp, C. H., . . . . .	Ellensburg, .	Kittitas.
Kunz, Joseph, . . . . .	Dayton, . . .	Columbia.
Larson, Anna, . . . . .	Kelso, . . . .	Cowlitz.
McArthur, Jessie, . . . .	Ellensburg, .	Kittitas.
McGill, Mattie, . . . . .	Port Angeles, .	Clallam.
McManus, Orville D., . . .	Silver, . . . .	Okanogan.
Painter, Grace J., . . . .	Walla Walla, .	Walla Walla.
Painter, Mabel, . . . . .	Walla Walla, .	Walla Walla.
Painter, Bonnie Jean, . . .	Walla Walla, .	Walla Walla.
Steiner, Sevilla, . . . . .	Waterville, . .	Douglas.
Zeebuyth, May, . . . . .	Montesano, . .	Chehalis.